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DEVELOPMENT OF ATTITUDES TOWARDS INFORMATION TECHNOLOGY OF PUPIL TEACHERS FOR TEACHING PROFESSION



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Introduction:

The information technology (IT) has affected the whole delivery process of education. Hence, the roles of students and the teachers have changed in teaching learning process. It is vital that the government would implement the improved technology in higher education so as to produce highly qualified manpower capable of competing in advanced global society. The introduction of advanced technology in classrooms will definitely change the nature of educational delivery system to student.

Information Technology is a latest and important subject that the teachers should know. The policy of State Government of Maharashtra regarding I.T. is so much advanced. I.T. has been introduced in secondary schools from std. V. The government wishes to start computer awareness programmes from std. I and it will be soon introduced. Advances in computer & communication technology affected all aspects of our lives – and teacher education is of no exception. Both private and public sectors in international economies are undertaking huge efforts to build revolution in educational environment. The instructional strategies are tremendously changed because of the revolution. Now the educationists and the teachers recognized the importance of instructional media in both formal as well as informal education. The media helps in increasing the interest of students in their learning. Most of

open universities are now using media to interact their remote students in their courses. New instructional media can help to increase the interest of students' teachers.

Objectives of the study: 1. To study Pupil Teachers Attitude towards Information Technology course. 2. To study the relationship between Information Technology and Teaching Profession. 3. To study the effectiveness of programme with reference to higher education for all the participated students.

Hypotheses of the study : Ho.1: There is no significant difference between attitudes of pupil-teachers from control and experimental group in pretest. Ho.2: There is no significant difference between attitudes of the pupil-teachers from control and experimental group in posttest. Ho.3: There is no significant difference between attitudes of the pupil-teachers from control group in pre over posttesting. Ho.4: There is no significant difference between attitudes of the pupil-teachers from experimental group in pre over posttesting. Ho.5: There is no significant difference between the gains in attitude in terms of scores in pre over posttest of the pupil-teachers from control and experimental group.

Research method and collection of data: Pre test – Post test Experimental design was used. The experimental group was of sixty pupil-teachers having 30 boys and 30 girls from College of Education, Barshi. The control group was of sixty

Table1.
' t ' MATRIX OF SIGNIFICANCE OF DIFFERENCE OF VARIOUS GROUPS IN PRE, POST TEST AND GAIN

Groups	Tests	Control Group									
		Pre test			Posttest			Gain			
			M1	F1	T1	M1	F1	T1	M1	F1	T1
Experimental Group	Pre test	M2	0.186 (58)	--	--	--	--	--	--	--	--
		F2	--	0.184 (58)	--	--	--	--	--	--	--
		T2	--	--	0.238 (118)	--	--	--	--	--	--
	Posttest	M2	--	--	--	4.464* (58)	--	--	--	--	--
		F2	--	--	--	--	3.3845* (58)	--	--	--	--
		T2	--	--	--	--	--	5.806* (118)	--	--	--
	Gain	M2	--	--	--	--	--	--	4.088* (58)	--	--
		F2	--	--	--	--	--	--	--	4.052* (58)	--
		T2	--	--	--	--	--	--	--	--	5.460* (118)

types. 5. Role of Information Technology in teaching learning process. 6. How to use Information Technology in teaching process. The researcher used traditional method for control group. Analysis and interpretation of the Data: The data so obtained is analyzed and interpreted.

* Indicates significant at 0.01 and 0.05 levels , The numbers in the bracket indicates df.

• **M1,F1,T1** : Boys,Girls and Total pupil teachers from control group.

• **M2,F2,T2** : Boys,Girls and Total pupil teachers from expt. group.

Conclusion1: There is no significant difference between the attitudes of the pupil-teachers form control and experimental group in pre test. It means that both the groups were equivalent.

Conclusion 2: There is significant difference between the attitudes of the pupil-teachers from control and experimental group in post test. Developed Programme helped the male, female and all 60 pupil-teachers in performing better than the

male, female and all 60 pupil-teachers from the control group.

Conclusion 3: There is significant difference between the attitudes of the pupil-teachers from control group in pre over post testing. Conventional Instructional System helped the male, female and all 60 pupil-teachers from control group in performing better pre over post test.

Conclusion 4: There is significant difference between the attitudes of the pupil-teachers from experimental group in post testing. Developed Multimedia E-book helped the female pupil-teachers, male pupil-teachers and all 60 pupil-teachers from experimental group in performing better in pre over post test.

Conclusion 5: There is significant difference between the gains in attitudes in terms of scores in pre over posttest of the pupil-teachers from control and experimental group. The gains in attitudes of the pupil-teachers from expt. group were more than the control group.

pupil-teachers having 30 boys and 30 girls from Dayanand College of Education, Solapur. The researcher planned, designed and constructed a programme for information technology. In this step goal, objectives and content of the programme are defined. The researcher applies the programme for expt group which includes the following contents.

1. Introduction of Computer .
2. Introduction of Hardware & Software.
3. Types of Software.
4. Meaning of Networking & It's

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